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ABSTRACT

This handbook provides information on 31 software programs designed to instruct students with attention disorders in individual and group settings. The most successful applications of instructional software are identified, and six broad categories of instructional software are discussed. Twenty-one strategies for teaching students with attention disorders are considered, along with common features of computer-assisted instruction which can assist in implementing each of the strategies. Seven problem areas to avoid in using instructional software with this population are also addressed. Case studies of three students who used instructional software at the elementary, junior high, and high school levels are included. Descriptions of the 31 instructional software programs provide: age or grade equivalent; subject; kind of software; manufacturer; platform (e.g., Macintosh, IBM, Apple); hardware needed; date of publication; retail cost; program content; review of the program, including strengths and weaknesses and a rating for use with students with attention deficit disorders; and ratings on specific software evaluation criteria. A list of 16 resource groups, an alphabetical list of software programs with publishers, and a list of software programs by skill areas conclude the guide. (Contains 18 references.) (SW)

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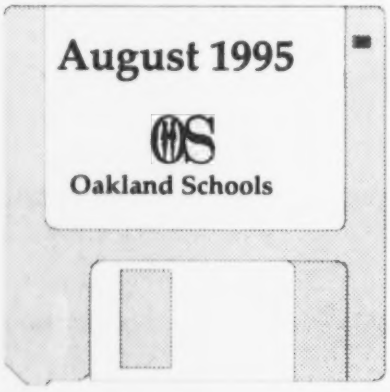
Instructional Software and Attention Disorders

A Tool for Teachers



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Instructional Software and Attention Disorders

A Tool for Teachers

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August 1995

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Table of Contents

Literature Review 5

General Information 7

Attention Disorders - An Overview 9

Teaching Strategies for Attention-Disorder Students 10
21 Ways Instructional Software Can Help!

Instructional Software and Students with Attention Disorders..... 13
7 Traps to Avoid

Case Studies 17

References 21

Key to Instructional Software Evaluations 23

Blank Form for Instructional Software Evaluations 25

Instructional Software Evaluations 27

Resources 58

Indexes
Alphabetical Listing of Software Programs Evaluated 60
Skill Area Listing 61
Skill Level Listing 62

Introduction

The authors of this handbook have used instructional software over the past several years to instruct attention disordered students in individual and group settings. This handbook summarizes their experiences and discusses the potential value of instructional software with such students. The authors present a system to evaluate specific instructional software programs. Over 30 programs are reviewed in the handbook. Although other programs were reviewed, only those programs widely available and felt to be instructionally effective are included in this handbook.

Literature Review

During the 1990s a rapid increase has occurred in the use of computers in classrooms. As teachers had opportunities to learn how to make use of this new technology, instructional software became an increasingly important part of classroom instruction. With the increase in the number of computers per student has come an increase in the amount of appropriate software for both general education and special education students. When educational software was introduced, students with learning problems were often faced with complex software that required reading skills beyond their limited proficiency. Newer programs contain options more suitable to a wide range of student abilities.

The growth in the use of instructional software has been accompanied by an increase in related research, mainly comparing the learning outcomes of instruction delivered through instructional software and through more conventional modes.

Research suggests that instructional software has been used effectively in the past decade both to deliver instruction and enhance learning. Improvement in academic achievement, motivation and time-on-task are three documented areas of effectiveness of instructional software (Okolo, Barth and Rieth,1993).

Research has addressed the impact of instructional software on teaching students with a variety of disabilities. Okolo, Bahr and Rieth in *A Retrospective View of Computer-Based Instruction* (1993) reviewed the literature regarding instructional software and its effectiveness as an instructional tool. Below are summarized some of the findings of this research. The reader should keep in mind that the lists below define successful use of instructional software in terms of outcomes that can be demonstrated by objective measures.

According to Okulu, Bahr and Ruth, the most successful use of instructional software involves programs which provide:

- drill and practice in basic skills
- word processing
- writing assistance
- opportunities to learn and apply reasoning skills (Collins, Carnine & Gersten, 1987)
- assistance with study skills such as outlining (Pea, 1985)

Moderately successful applications of instructional software have involved:

- learning through exploration and discovery
- on-line strategies to aid reading comprehension

The least successful applications of instructional software have involved:

- teaching students programming skills
- learning problem solving through simulation
- student use of database software

Program Design

Based on the reviews of Okolo, Barth and Reith, the most successful programs demonstrating objective changes in student outcomes had the following features:

- Students have relatively little control over internal features of the program.
- Students are presented with clear, uncluttered screens and consistent commands.
- Recordkeeping capacity is included to enable teacher to monitor progress.
- Students are encouraged to decrease their response time.
- Good quality speech output is present.

Software engineers are beginning to respond to the special requirements of students with disabilities and are designing programs to better meet the needs of these students. There is reason to be optimistic that future programs will be increasingly effective as instructional devices for students with disabilities.

— students with ADHD often rush through their homework —

MOM SAID I CAN'T GO OUTSIDE UNTIL I FINISH MY HOMEWORK. IF YOU'LL HELP ME, I'LL BE DONE FASTER. WHAT'S FIVE PLUS SEVEN?
I DON'T KNOW.
I DON'T EITHER.
THEN WRITE, "I DON'T KNOW."
HEY, THAT'S A TRUE ANSWER, ISN'T IT! I CAN WRITE THAT FOR ALL OF THESE! WE'RE DONE!
WE'D BETTER HAVE A LOOK AT OUR PRODIGY'S HOMEWORK.

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General Information
about Instructional Software

What is Instructional Software?

There are many types of instructional software programs but basically they may be defined as any program that can be run on a computer from which potential learning may occur. The purpose of this software is to provide students with experiences that teach new information, allow students to manipulate previously learned information to promote mastery, or supplement learning. These programs are typically commercially produced but may also be public domain (free to copy) or shareware (minimal cost if one decides to use a program).

What are the Different Types of Instructional Software?

Sometimes there is no clear division between types of instructional software. That is, many drill and practice programs have elements of an instructional game, or a tutorial program may include a heavy emphasis drill and practice. However, there are good reasons for becoming familiar with the different types of instructional software. Our experience suggests that certain program types have a clear instructional advantage for students with attention disorders. Drill and practice and instructional games are more effective with these students than tutorial, simulation, exploration and general application software.

Six broad categories of instructional software include:

1. ***Drill and Practice*** - These programs provide repetition of previously learned information. The main purpose of this software is to condition students to supply an automatic and accurate response to a given problem. Examples of appropriate circumstances when students need these fluency skills may be in the areas of word recognition for reading, spelling, development of phonetic skills, and memorization of math facts. Many students with attentional disorders have specific deficits in fluency and may benefit from appropriate drill and practice programs. Also, these programs tend to be highly structured and do not allow students to progress through the program by making impulsive guesses.

2. ***Instructional Games*** - These programs are an attempt to combine a "game-like" element of competition with academic learning. For example, students may be able to shoot down an attacking alien spaceship if they respond correctly to a multiplication problem. The range of these programs vary but the main focus is usually upon the game and some academic skills must be demonstrated in order to play the game. This type of program is often very motivating for students if the skill levels required in both the game and the academic requirements are within a student's capabilities.

3. ***Tutorial*** - These programs are designed to provide instruction and evaluate a student's understanding of concepts or material presented. Branching is often a feature of this type of program in which the program will evaluate a student's specific understanding of a concept. Based upon a student's response, the program will "branch" either to a lower part of the program to reteach the concept or a higher part of the program to build upon a newly learned concept. This type of program may present problems if students respond impulsively and are continually routed to beginning levels of the program.

4. ***Simulation*** - These programs are designed to simulate real-life or make believe situations in which students are given a specific set of conditions. Students must make decisions to resolve problems and weigh the advantages and disadvantages of their decisions. Usually the outcome of student's decisions is given in terms of how adequately a problem has been resolved and students must suffer the consequences of their decisions whether they are positive or negative. Once again, children with attention problems frequently make impulsive responses and may be forced to suffer the consequences of their decisions with this type of software.

5. ***Exploration*** - Exploration software is designed for self-discovery of information. This type of program is typically instructional and encourages a child to click on objects and solve problems without directions. This software is very exciting for many children but can be frustrating for a child who is impulsive and has little tolerance for tasks that require reflective problem solving.

6. ***General Application Software*** - This software includes word processing programs, data base programs, spreadsheets, authoring tools, and computer languages. These programs are not necessarily instructional software but may be used to augment instruction and are really tools to be used by individuals to create documents.

— impulsive behavior is common among students with ADHD —

LOOK, HOBBES, I GOT A MODEL AIRPLANE. WANT TO HELP ME BUILD IT?
SURE.
WOW, A PHANTOM JET! I CAN'T WAIT UNTIL IT'S DONE!
LOOK AT ALL THE LITTLE PIECES.
HERE, YOU PUT THOSE PIECES TOGETHER, AND I'LL DO THESE. THEN WE'LL STICK YOURS ON MINE, OK?
SHOULDN'T WE READ THE INSTRUCTIONS?
DO I LOOK LIKE A SISSY?

Attention Disorders - An Overview

The Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition (DSM-IV, American Psychiatric Association, 1994) describes three subtypes of Attention Deficit/Hyperactivity Disorder (ADHD). These subtypes are: 1) ADHD, Combined Type, 2) ADHD, Predominantly Inattentive Type, and 3) ADHD, Predominantly Hyperactive/Impulsive Type. Students with attention disorders comprise about five percent of the general student population (DuPaul, 1994). The attention disorders occur from four to nine times as frequently in males as in females, depending on the population sampled (American Psychiatric Association, 1994).

Barkley (1990) describes the ADHD, Predominantly Hyperactive/Impulsive student as having primary difficulties in disinhibition and impulse control as opposed to an inability to attend. It is not that these students are unaware of what is expected, it is more that they have difficulty inhibiting and controlling actions that cause a disturbance and interfere with their concentration and learning. The hallmark symptoms of the ADHD, Predominantly Hyperactive/Impulsive student are impulsivity, overactivity and difficulties in following rules. These characteristics often result in the student not attending to the material the teacher is presenting — hence the attention deficit. An inconsistent pattern of work completion is often described for these students as their attention and work efforts show great variability.

The ADHD, Predominantly Inattentive student shows a more specific deficit with attention. These students have difficulty concentrating and focusing attention. They often have slow cognitive processing speed, appear to be daydreaming, apathetic, confused or lost in thought. The ADHD, Combined Type student is the most prevalent of the attention disordered types. These students display many behaviors of both the inattention and hyperactive/impulsive types.

Despite major differences in symptoms and characteristics, all students with attention disorders present challenges to teachers. How can I increase time-on-task for these students? How can I provide the individualized instruction they often require? (Although attention disorders and learning disabilities are distinct categories or syndromes, they often occur simultaneously in the same student.) How can I keep this student occupied in a constructive manner while I reduce the frequency and duration of disruptive behavior by this student? The authors of this handbook believe that instructional software is a valuable tool to the teacher in meeting the educational needs of attention disordered students. In the following section a list of effective teaching strategies for attention disordered students is presented along with comments showing how instructional software can assist in implementing these strategies.

— attention disordered students often attend to inappropriate stimuli ! —

SPACEMAN SPIFF FLEES THE DESPICABLE SCUM BEINGS OF PLANET Q-13!
IN A SURPRISE MANEUVER, OUR HERO TURNS TO FACE THE ADVERSARY! HIS HAND TIGHTENS AROUND THE DEATH RAY TRIGGER!
IT DOESN'T RESPOND! SPIFF REACHES FOR THE MERTILIZER BEAM, BUT IT DOESN'T WORK EITHER! NEITHER DO THE PHOSPHO BOMBS OR THE MORDO BLASTERS! NOTHING IS WORKING!
1812! GETTYSBURG! 16 FLUID OUNCES! I BEFORE E! THOMAS EDISON!
PERHAPS SOMEONE WHO HAS BEEN PAYING ATTENTION CAN HELP OUT CALVIN?

Teaching Strategies for Attention Disordered Students

Authorities in the areas of attention deficit disorders recommend the classroom use of instructional software. However they rarely provide a rationale for use of instructional software or provide guidelines for implementation. Table I below lists some recommended instructional strategies for attention disordered students and highlights the common features of computer- assisted instruction that can be of assistance in implementing these strategies. The recommended strategies shown in Table I are based on a consensus of recommendations provided by leading authorities in the area of ADHD (Barkley, 1990; Braswell, L., Bloomquest, M. and Pedersen, S., 1991; McCarney, S.B., 1989; and Parker, H.C., 1988).

Table I

Instructional Software and Attention-Disordered Students

21 Ways Instructional Software Can Help!

Recommended Strategies	How Instructional Software Can Help
Use material at student's instructional level	Levels of instructional software can be readily matched to student's skill level
Provide frequent and immediate consequences with a preponderance of rewards	A major advantage of instructional software is the capability to provide frequent and immediate consequences — predominantly positive
Involve the student as an active participant in the instructional process	This is a major feature of well-designed instructional software programs
Provide game-like or self-competitive activities	Some instructional software is game-like and/or enables the student to monitor performance on an ongoing basis
Use material and teaching methods with high intrinsic appeal	Graphics and special features can be of high intrinsic appeal
Use strong consequences	Not an inherent feature — involvement with instructional software could be coupled with other consequences

21 Ways Instructional Software Can Help! *(continued)*

Provide a variety of instructional approaches and activities	Instructional software can change activities and approaches at frequent intervals
Minimize distractions	Students work independent of group distractions and programs can be kept focused on specific instructional goals —the monitor effectively focuses vision to maintain attention (supplemental use of earphones can have similar effectiveness)
Use instructions that are brief, clear and continuously available to the student	Instructional software can have instructions that are brief and clear and continuously available to the student both visually and auditorally
Seat the student close to the source of instruction	An inherent feature of instructional software
Use a variety of rewards to avoid loss of reward being effective	Instructional software often varies the reward feature and attempts to reinforce students by the use of novelty in the rewards
Make liberal use of cues, prompts and reminders, particularly when changes in activities or task requirements occur	The nature of instructional software enables liberal use of cues, prompts and reminders. If students begin to flounder, the programs sometimes branch to refocus the student
Avoid judgmental remarks to the student	Effective instructional software will continually encourage a student. For example, some programs allow additional responses until the answer is correct
Provide many models or examples of the required task	Instructional software can have infinite "patience" and provide an unlimited number of examples to assist when students experience difficulty

Present material at a brisk pace to maintain interest	An inherent possibility with instructional software. With many programs the student can move along as quickly as their skills will allow
Use multisensory instruction	Instructional software can use visual, auditory and kinesthetic instructional modalities. Within those modalities there can be a wide variety of sensory experiences provided (i.e., color, music, volume)
Personalize instructional activities	Instructional software often refers to the student by first name throughout the lesson
Use highly structured activities and instructional approaches	Instructional software can provide clear and highly controlled instructional activities
Provide rewards on a variable schedule	Instructional software can be designed to provide reward consequences on a predesigned variable schedule
Involve the student in self-monitoring their progress	Instructional software often provides ongoing records of performance and can store previous performance of the student
Maintain communication between school and home—emphasize the positive	Some instructional software provides printouts of student progress, certificates and other means of reporting student activities to parents

HEY! WHAT'S THIS STUFF IN MY SOUP?! YECCHH! IS THIS RICE?!? IT HAD BETTER NOT BE!
RICE? LET ME SEE.
LOOK! THESE LITTLE WHITE THINGS! SEE, THERE'S RICE IN MY SOUP! I HATE RICE!
I DIDN'T PUT ANY RICE IN. THOSE ARE MAGGOTS.
EWW! WW!
ANOTHER LOVELY MEAL AT HOME WITH MY FAMILY. I WISH MY JOB REQUIRED MORE TRAVEL.
WELL, HE'S EATING IT NOW, RIGHT?
GOSH, WAIT 'TIL I TELL EVERYONE AT SCHOOL WHAT WE HAD FOR DINNER!

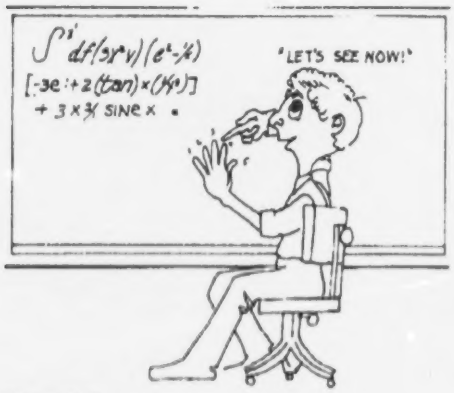
— it worked! but we don't recommend <u>this</u> technique! —

Instructional Software and Students with Attention Disorders

7 TRAPS TO AVOID

Trap # 1

Instructional material is mismatched with the student's skill level.



Avoiding the Trap

Preview software to avoid obvious mismatch with student's ability level.

Spend time introducing the program to the student to ensure appropriate difficulty match.

Let's see now—one, two....

Trap # 2

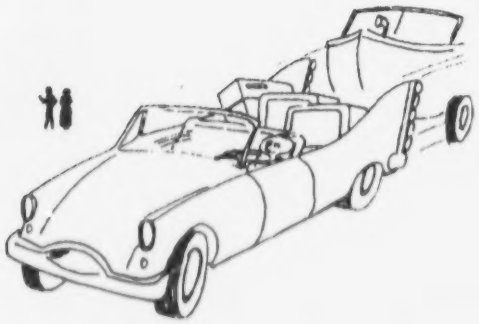
A computer program is used excessively and student loses interest.

Don't allow student to overuse a single program. It is better to stop a student's involvement while enjoyment is still apparent than to risk the student "burning out."

Stay tuned for continuous replays of basketball action.

Trap # 3

Programs that are effective with most students may be too open-ended for impulsive ADHD students.



Avoiding the Trap

Select programs for these students that control impulsive responses by not allowing progress in the program until a correct answer is selected. If you use simulation and utility programs, provide assistance and supervision to promote success and avoid frustration.

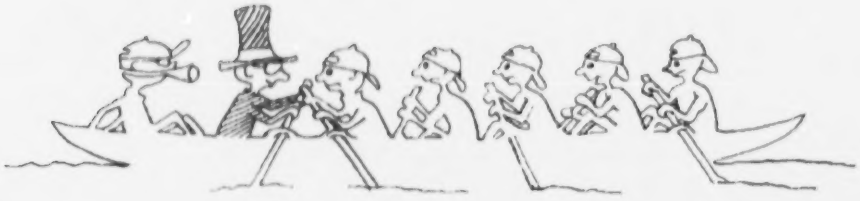
Maybe we shouldn't have given Junior his whole inheritance on his 16th birthday!

Trap # 4

Programs designed for cooperative learning may not be effective for ADHD students with peer relationship difficulties or extreme impulsivity.

Clearly define the ADHD student's role and rehearse the activity with the student.

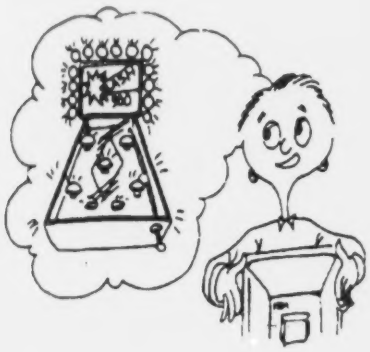
Assign the ADHD student those roles which involve active participation such as working the keyboard, reading instructions aloud or monitoring turn-taking.



Frank likes to do things his own way!

Trap # 5

Students perceive time on the computer as playtime.



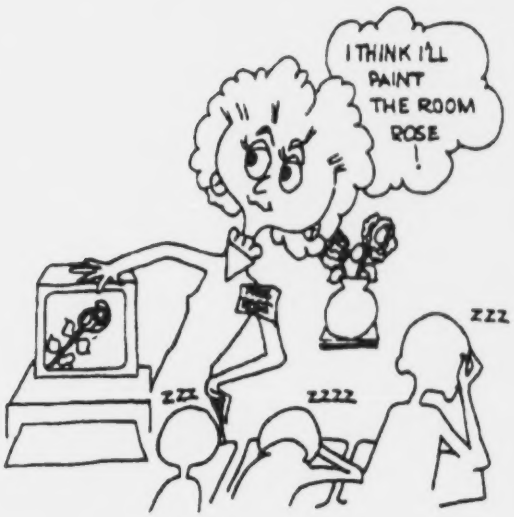
Avoiding the Trap

Set aside specific times for instruction on the computer and other times when the computer may be used as a reward for positive behavior. Reinforce the computer's value as an instructional tool by highlighting and responding to what the student has learned.

Eddy, are you finished editing your paper on the History of American Libraries?

Trap # 6

Both students and teachers lose interest in the computer as a teaching tool because the programs available are limited in variety and out of date.



Become involved with regional resources that may have software to loan.

Explore public-domain programs and shareware programs.

Consider software to be comparable to other instructional materials and build new purchases into the school budget.

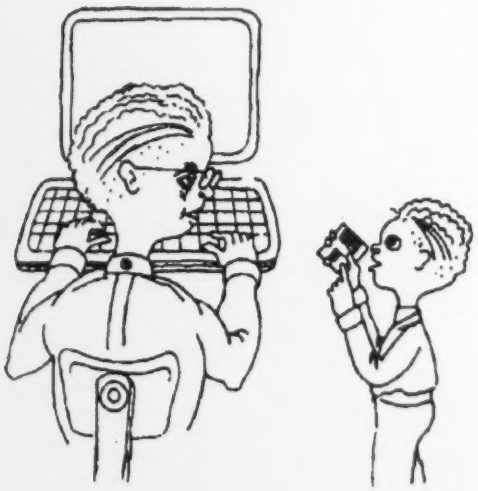
Join or create a software user's group in order to exchange and share programs.

Trap # 7

Students are more computer proficient than the teacher. This can result in instructional software that is limited in educational value and essentially controlled by the students.

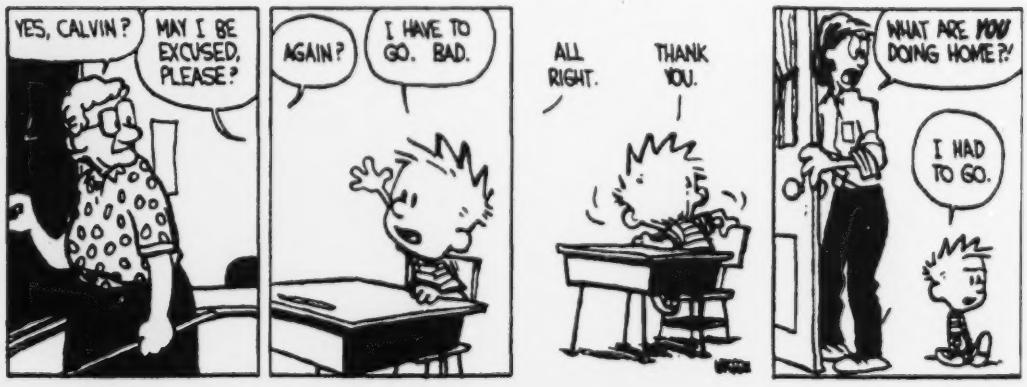
The teacher can seek formal training in how to operate the computer.

The teacher can seek training in the selection and use of software. For example, the teacher can seek out the local software expert or join a computer user's interest group.



This is a hard case but it's still a floppy disk— the hard disk is inside the computer.

— clear communication is important with all students! —



Case Studies

The Curriculum Technology Committee was having its first meeting. Laura, the head of the Curriculum Technology Committee, called the meeting to order. She was pleased that nine teachers had stayed after school to discuss instructional software applications in the classroom.

The discussion focused on the need to carefully select software based on a match between student characteristics and software features. The group members discussed their use of the handbook ***Instructional Software and Attention Disorders: A Tool for Teachers*** which had been introduced at their last meeting. It was agreed that software reviews were helpful but there was no substitute for first hand familiarity with the software. The blank software review forms from the handbook were presented as a model for reviews by group members. Elinore emphasized that teachers could have hands on knowledge of programs prior to purchase by taking advantage of a company's free preview feature. Most companies have toll free numbers to order preview material. These toll-free numbers are shown in the reviews section of the handbook.

The meeting then turned to case studies which several group members had brought to share with the group. The first was Brad, a junior high special education teacher, who spoke about his student Linda.

LINDA

As he got ready to address the committee, Brad thought about how, until a few weeks ago, he had always considered himself computer-phobic. When Elinore had described ***Instructional Software and Attention Disorders: A Tool for Teachers*** *as an easy-to-use source of computer programs that were suited to students with Linda's needs, Brad had been skeptical. Easy to use? His home VCR had been advertised as easy-to-use too!*

BOY, I'M IN A BAD MOOD TODAY! EVERYONE HAD BETTER STEER CLEAR OF ME!
I HATE EVERYBODY! AS FAR AS I'M CONCERNED, EVERYONE ON THE PLANET CAN JUST DROP DEAD. PEOPLE ARE SCUM.
WELL-L-L? DOESN'T ANYONE WANT TO CHEER ME UP?!?

— problems associated with ADHD include social isolation and low self-esteem —

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Linda had been diagnosed as having ADHD, Predominantly Inattentive Type. Even when given work at her level, Linda tended to daydream and was unable to complete assignments. Testing with the Woodcock-Johnson Tests of Achievement - Revised showed that Linda was performing well below average in reading despite average oral-language skills.

Linda was enrolled in a regular math class and was succeeding there with modifications. However, her computational skills were very low. It concerned Brad that Linda was very shy and hesitant to enter into conversations with other students. Some of the activities Brad tried included paired reading activities with other students and timed reading tasks. The paired reading hadn't been very successful, since Linda tended to lose attention. The timed reading tasks, on the other hand, seemed to capture Linda's attention and were motivating to her.

Brad took the ADHD Software Catalog off the shelf and looked under Reading-Decoding for ideas of programs which would work on the Apple II GS he had in his classroom. A program called *Syllasearch* caught his eye. The timed component seemed useful, since Linda seemed motivated by timed reading activities. Brad also liked the fact that Linda could graph her own progress and get feedback on her performance. Maybe working with another student, each at her own level, would help keep Linda focused.

Brad then turned to the Reading Comprehension section for the names of comprehension programs at a third grade level. A program called *Reading Realities* looked interesting. This program was described as an interactive program which focuses on developing reading comprehension, thinking and writing skills. Brad also liked the fact that this program keeps track of the student's reading rate and that Linda again could work with a partner. Was there anything in the catalog that could serve to supplement to Linda's spelling and math programs? Again, looking under the appropriate categories, Brad decided to try the *Spell It* and *Math Blaster* programs.

Now, in only a few weeks, Brad and Linda were both hooked on the computer. Linda was so excited about using the computer that she decided to include extra computer time as a

WHAT ARE YOU DOING, SUSIE?
DRAWING ON THE SIDEWALK.
WOW! CAN I TOO?
SURE. HERE'S SOME CHALK.
GOSH, I'VE NEVER BEEN A VANDAL BEFORE!
THIS ISN'T VANDALISM. IT WASHES RIGHT OFF!

— students with ADHD often develop oppositional behaviors —

"reward" in her incentive program. For Brad, the reward was seeing Linda's new enthusiasm for school and the friendships she was beginning to develop with her "computer buddies."

Barry

Next, Tim Tinsley, an early elementary special education teacher, shared his story. He brought the group back to those first months when he worked with Barry.....

Tim popped open a fresh aspirin bottle as another day with Barry had ended. He had mentally reviewed the day's events. Barry had burst into his classroom full of energy but he never could direct those energies to learning activities. Despite his best efforts Barry had shown little progress in reading over several months of work.

Dave, the school's learning consultant, had seen Barry for an evaluation. Later that afternoon, they met to discuss his recommendations. Dave had described Barry as having some problems in the application of word decoding skills but felt that Barry's slow progress was mainly due to a lack of motivation and inadequate time on task. He indicated that Barry could benefit from instruction geared to his high first grade reading level and which provided frequent positive feedback, variety, a brisk pace and constant involvement for Barry. "Great," he thought, "doesn't he know I have 30 other students in and out of here all day?" But almost as if he knew his thoughts, Dave had suggested an intervention program with Barry that included computer based instruction as a significant instructional component. If it worked, Dave claimed, the time demands would be manageable.

Four weeks later Tim was very pleased at Barry's progress. He and Dave had selected a variety of programs for his Macintosh. Barry's response had been positive and as he had success his behavior improved.

Barry's favorite program was *Spellbound* by The Learning Company. *Spellbound* was a favorite of Tim's, too, since he could quickly and easily program Barry's own spelling words into the activities. Barry eagerly participated in the program's activities such as the spelling bee in which he was able to compete with two computer characters. Watching Barry work so intently, it was hard to believe that the same child had been unable to focus on a spelling task for more than five minutes at a time.

Barry also enjoyed the *Reading Magic Library* by Tom Snyder Productions. These programs are interactive reading and writing programs which incorporate student names as part of the story. The program incorporates the names, asking specific students to read and to make key decisions to determine which direction the story will branch. Tim was surprised at how involved Barry became in the program, calling out, "Pick me! Pick Me! when the children came to a choice point in the story.

Because of Barry's impulsivity, Dave had suggested using a structured format for written language tasks. Dave had recommended several children's word processing programs and had shown Tim how to create "skeletons" so that Barry and others in his class could just fill in a word or two of each sentence related to a particular topic. Tim was pleased to discover that this only took him a few minutes, and certainly had made a world of difference for Barry! Previously a reluctant writer, Barry now eagerly booted up the computer to begin.

Justin

The last speaker before the Curriculum Technology Committee was Justin, a high school student who had recently begun to receive special education services. Justin's counselor was a member of the committee and had asked Justin if he would share his own story before the group. Justin decided he would start with that afternoon he was in the principal's office....

Justin sat nervously running his hands through his hair as he waited in the principal's office at Community High for the second time in a week. Drawing that cartoon of Mr. Duncan on the chalkboard was kind of impulsive and not, he supposed, the wisest thing. Still, he couldn't help but smile as he thought of the class' reaction—they loved it! He was pretty good at caricatures and was becoming better every day. At least I'm really good at cartooning, he thought. And I guess I'm pretty creative. At least people like my ideas, even if they can't read my writing... His thoughts were interrupted by the voice of Mr. Ritter, the school principal.

Much to Justin's surprise, the meeting wasn't about the cartoon at all, but to tell Justin that it had been decided that he would begin to receive help in the school's Resource Room. As the day of the new schedule approached, Justin was apprehensive. But after a short time, he could hardly wait to get there. He loved using the IBM with *The Student Writing Center* by the Learning Company, particularly the graphics features. Another favorite was *Essential Punctuation* by Gamco. The arcade style reward game that was part of the program was something he really looked forward to.

The best program, however, in Justin's opinion, was the *Aldus FreeHand* program. He could use it to scan his cartoons and also to create original cartoons. He was now the official cartoonist for the school and had a regular comic strip in the school newspaper.

These case studies have described situations based on the actual experiences of the authors. We have found CBI to be highly motivating to many students who showed little enthusiasm for traditional approaches. It is hoped that among the software reviewed in this handbook or in programs you find by other methods, you will discover approaches to motivate the "Linda," "Barry," or "Justin" in your own classroom.

UH-OH, IT HAPPENED AGAIN.
CALVIN WAKES UP WITHOUT ANY RECOGNIZABLE FEATURES, SAVE TWO ANTENNAE. HOW DISGUSTING.
HE OOZES OUT OF BED ON A TRAIL OF SLIME. LACKING ARMS AND LEGS, HOW WILL CALVIN PUT ON HIS CLOTHES?
AREN'T YOU DRESSED YET? YOU ARE SO SLUGGISH IN THE MORNING!

— ADHD poses problems for parents too! —

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Key to
Instructional Software Evaluations

TITLE: Name of program **PLATFORM:** Mac, IBM, Apple

LEVEL: Age or grade equivalent **SKILL AREA:** Subject

TYPE: Kind of software

PUBLISHER: Manufacturer's name **PERIPHERALS:** Hardware which is optional or needed to run the program

DATE: Date of publication

APPROX. COST: Retail cost

PROGRAM DESCRIPTION: Overview of program

Overall Rating for Use with Students with ADD									
Less Suitable			Total	Points	Awarded				More Suitable

REVIEWER'S COMMENTS: Strengths and weaknesses observed by reviewers.

SOFTWARE EVALUATION CRITERIA

No 0 pts.	Somewhat 1/2 pt.	Yes 1 pt.	
			Employs game-like activities
			Provides highly-structured, sequential activities
			Includes stimulating graphics and sound
			Demonstrates educational relevance
			Controls range of academic skills
			Features an easy to use format
			Applies frequent, non-judgmental feedback
			Incorporates quality speech

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Instructional Software Evaluations

TITLE:	PLATFORM:
LEVEL:	SKILL AREA:
	TYPE:

PUBLISHER:	PERIPHERALS:
DATE:	
APPROX. COST:	

PROGRAM DESCRIPTION:

Overall Rating for Use with Students with ADD		
Less Suitable		More Suitable

REVIEWER'S COMMENTS:

SOFTWARE EVALUATION CRITERIA

	No	Somewhat	Yes
Employs game-like activities			
Provides highly-structured, sequential activities			
Includes stimulating graphics and sound			
Demonstrates educational relevance			
Controls range of academic skills			
Features an easy to use format			
Applies frequent, non-judgmental feedback			
Incorporates quality speech			

Instructional Software Evaluations

TITLE: The Alphabet Academy **PLATFORM:** Apple (5.25)

LEVEL: Grades K - 1 **SKILL AREA:** Emergent Literacy

TYPE: Drill & Practice

PUBLISHER: Hartley **PERIPHERALS:** Echo Speech Synthesizer

DATE: 1989

APPROX. COST: $60

PROGRAM DESCRIPTION: Students are guided through various activities which provide practice at letter formation and identification. Difficulty levels and parameters may be set by the teacher. Activities are focused on alphabet sequencing and letter identification.

Overall Rating for Use with Students with ADD								
Less Suitable			Total Points Awarded					More Suitable

REVIEWER'S COMMENTS: Appeals to younger children. Once kids know the alphabet, the program has limited value. Good voice quality.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
	•		Employs game-like activities
		•	Provides highly-structured, sequential activities
		•	Includes stimulating graphics and sound
		•	Demonstrates educational relevance
		•	Controls range of academic skills
		•	Features an easy to use format
	•		Applies frequent, non-judgmental feedback
		•	Incorporates quality speech

Instructional Software Evaluations

TITLE: Bailey's Book House

PLATFORM: Mac, MS DOS WIN or CD

LEVEL: 2 - 6 years old

SKILL AREA: Language/Pre-Reading Skills Development

TYPE: Exploratory

PUBLISHER: Edmark

PERIPHERALS: Touch Window optional

DATE: 1993

APPROX. COST: $65

PROGRAM DESCRIPTION: Six interactive activities to build language and pre-reading skills. Activities include creating stories, understanding prepositions, identifying letters, creating messages, rhyming words, and enhancing visual discrimination and memory.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: An excellent lively program. Documentation is thorough and provides additional non-computer reading and cross-curriculum activities. Trial and error required to learn activity. No on-screen or oral directions. Even though this program gets a high rating, some highly impulsive students may have difficulty due to the lack of structure.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
•			**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

28

Instructional Software Evaluations

TITLE:	Consonant Capers	PLATFORM:	Apple (5.25)
LEVEL:	Grades K - 1	SKILL AREA:	Emergent Literacy
		TYPE:	Drill & Practice

PUBLISHER:	Hartley	PERIPHERALS:	Echo Speech Synthesizer
DATE:	1989		
APPROX. COST:	$160		

PROGRAM DESCRIPTION: Teaches initial consonant sounds by hearing them in meaningful context. Many words are associated with each sound and settings include places of interest to many young children such as a farm, zoo, circus, and jungle.

Overall Rating for Use with Students with ADD

Less Suitable | More Suitable

REVIEWER'S COMMENTS: Although letters are hard to read on colored screen, the systematic approach to consonant sounds makes it appropriate for older children with reading difficulty

SOFTWARE EVALUATION CRITERIA

	No	Somewhat	Yes
Employs game-like activities		•	
Provides highly-structured, sequential activities			•
Includes stimulating graphics and sound		•	
Demonstrates educational relevance			•
Controls range of academic skills			•
Features an easy to use format			•
Applies frequent, non-judgmental feedback			•
Incorporates quality speech			•

Instructional Software Evaluations

TITLE:	Co-Writer	**PLATFORM:**	Mac
LEVEL:	Elementary - Adult	**SKILL AREA:**	Written Language
		TYPE:	Utility

PUBLISHER:	Don Johnston	**PERIPHERALS:**	
DATE:	1993		
APPROX. COST:	$290		

PROGRAM DESCRIPTION: An intelligent word-prediction program that works with any word processor or application that accepts standard text. Provides the writer with logical spelling and word choices.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Word processors and most utility programs will get a low rating because of the type of software, but this is an <u>outstanding</u> program to be used with a word processor.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
N/A			**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
N/A			**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
N/A			**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
	•		**Incorporates quality speech**

Instructional Software Evaluations

TITLE:	Daisy Castle	**PLATFORM:**	Mac
LEVEL:	Pre-K - Grade 3	**SKILL AREA:**	Emergent Literacy
		TYPE:	Drill & Practice

PUBLISHER:	Great Wave Software	**PERIPHERALS:**	Touch Window optional
DATE:	1993		
APPROX. COST:	$60		

PROGRAM DESCRIPTION: This is an early reading program dealing with phonological awareness. A wizard from a medieval castle uses examples to teach students about two-part and whole-word blending and segmenting. Student progress is monitored by the Magic Mirror.

Overall Rating for Use with Students with ADD

Less Suitable | More Suitable

REVIEWER'S COMMENTS: A plus is that directions are oral rather than written, but the explanation of activities can be tedious and may not maintain student interest. A memory muncher, this program occupies approximately seven megabytes of harddrive space.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE:	Daisy Quest	**PLATFORM:**	Mac,
LEVEL:	Pre-K - Grade 3	**SKILL AREA:**	Emergent Literacy
		TYPE:	Drill & Practice

PUBLISHER:	Great Wave Software	**PERIPHERALS:**	Touch Window optional
DATE:	1992		
APPROX. COST:	$60		

PROGRAM DESCRIPTION: In a medieval setting, the Great Wizard Oberson uses example to teach students about words that rhyme and words with the same beginning, middle or last sounds. Student progress is monitored in the Magic Mirror.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: A plus is that directions are oral rather than written, but the explanation of activities can be tedious and may not maintain student interest. A memory muncher, this program occupies approximately seven megabytes of harddrive space.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Dr. Peet's Picture Writer **PLATFORM:** Mac

LEVEL: Pre-K - Early Writers **SKILL AREA:** Written Language

TYPE: Utility

PUBLISHER: Texas Courseware, Inc. **PERIPHERALS:** Touch Window optional

DATE: 1991

APPROX. COST: $70

PROGRAM DESCRIPTION: A talking picture-writer for beginning writers to create, edit, load and print simple sentences. Children click the mouse on pictures of people, clothes, vehicles, food, toys, and music. The pictures turn into talking picture words, placed properly in simple sentences.

Overall Rating for Use with Students with ADD

Less Suitable | More Suitable

REVIEWER'S COMMENTS: For beginning writers, this program can be the first experience at written communication. This is easy for a child to make changes prior to printing in words or words with pictures. However, vocabulary choices are somewhat limited for students with more writing experience.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
•			**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
	•		**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
	•		**Incorporates quality speech**

Instructional Software Evaluations

TITLE: The Graphic Speller **PLATFORM:** Apple (3.5)

LEVEL: Upper Elementary **SKILL AREA:** Spelling

TYPE: Drill & Practice

PUBLISHER: Marblesoft **PERIPHERALS:** None

DATE: 1991

APPROX. COST: $70

PROGRAM DESCRIPTION: An educational program that teaches graphing by combining spelling with locating letters on a graph.

Overall Rating for Use with Students with ADD

REVIEWER'S COMMENTS: A good program for the specific purpose of reinforcing graphing skills.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
•			**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
	•		**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
	•		**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Kid Desk	**PLATFORM:** Mac, MS DOS, WIN
LEVEL: Pre-K - Grade 4	**SKILL AREA:** Desktop Management
	TYPE: Utility

PUBLISHER: Edmark	**PERIPHERALS:** Touch Windows, single switch optional
DATE: 1992	
APPROX. COST: $25	

PROGRAM DESCRIPTION: Utility program to manage student files. Teacher can individualize application access. The enhanced school version allows passwords for individual students, grouping of students, and a option to specify where files are saved.

Overall Rating for Use with Students with ADD									
Less Suitable				(Not Applicable)					More Suitable

REVIEWER'S COMMENTS: This program allows teacher to limit student's access to his own customized desktop. It can prevent an impulsive child from wiping out the entire contents of the hard drive. Teacher's guide provides activity guide and activity sheets.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
	N/A		**Employs game-like activities**
	N/A		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
	N/A		**Demonstrates educational relevance**
	N/A		**Controls range of academic skills**
		•	**Features an easy to use format**
	N/A		**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE:	Kid Math	**PLATFORM:**	Mac, Windows
LEVEL:	Ages 3 - 8	**SKILL AREA:**	Math
		TYPE:	Instructional Games

PUBLISHER:	Great Wave Software	**PERIPHERALS:**	None
DATE:	1992		
APPROX. COST:	$50		

PROGRAM DESCRIPTION: Provides eight entertaining, interactive animation-filled games. Children can learn and practice skills in counting, addition, subtraction, number comparison, place value, sequencing, pre-multiplication, unit measurement and beginning fractions.

Overall Rating for Use with Students with ADD

Less Suitable									More Suitable

REVIEWER'S COMMENTS: Problems are generated randomly in each game. Parents and teachers can individualize each game to fit students' needs. Our students really enjoyed the shuffleboard and paddleball games.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE:	Kid Pix 2	**PLATFORM:**	Mac, IBM, CD ROM Windows
LEVEL:	Kdg. - Grade 8	**SKILL AREA:**	Arts & Creativity
		TYPE:	Exploration

PUBLISHER:	Broderbund	**PERIPHERALS:**	None
DATE:	1991		
APPROX. COST:	$36		

PROGRAM DESCRIPTION: This paint program includes sound, graphics, and special effects. User has choice of print size and English or Spanish alphabet.

Overall Rating for Use with Students with ADD

Less Suitable | More Suitable

REVIEWER'S COMMENTS: The graphics and sounds are highly compelling, but the unstructured nature of this program may result in a loss of interest for highly impulsive children.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
•			**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
	•		**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Math Rabbit	**PLATFORM:** Mac, IBM, Apple series, WIN
LEVEL: Kdg. - Grade 2 and older	**SKILL AREA:** Math
	TYPE: Drill & Practice/Games

PUBLISHER: The Learning Company	**PERIPHERALS:** IBM requires hard drive
DATE: 1995	
APPROX. COST: $44	

PROGRAM DESCRIPTION: Student explore number concepts and develop skills in counting, adding, subtracting, and recognizing number relationships. Appropriate for nonreaders and ESL students.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Motivating for young children. Reward in form of animated rabbit that dances and hugs. Holds attention of children with limited attention span.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
			Incorporates quality speech

Instructional Software Evaluations

TITLE: Mavis Beacon Teaches Typing **PLATFORM:** Mac, IBM (3.5), MPC CD ROM,Windows (3.5)

LEVEL: Grade 2 - up **SKILL AREA:** Keyboarding
TYPE: Utility

PUBLISHER: Mindscape **PERIPHERALS:** None

DATE: 1993

APPROX. COST: $47

PROGRAM DESCRIPTION: Teaches typing by guiding the student through motivating activities. Contains personalized practice lessons, games, and practice text from sources such as *Newsweek* magazine.

Overall Rating for Use with Students with ADD

REVIEWER'S COMMENTS: The nature of keyboarding can be challenging for an attention disordered student. Mavis Beacon's strength is its structure and individualized lessons.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
	•		Employs game-like activities
		•	Provides highly-structured, sequential activities
	•		Includes stimulating graphics and sound
		•	Demonstrates educational relevance
		•	Controls range of academic skills
	•		Features an easy to use format
		•	Applies frequent, non-judgmental feedback
•			Incorporates quality speech

Instructional Software Evaluations

TITLE: Mavis Beacon Teaches Typing for Kids

PLATFORM: Mac, IBM (3.5), MPC CD ROM,Windows (3.5)

LEVEL: Kdg. - Grade 4

SKILL AREA: Keyboarding

TYPE: Utility

PUBLISHER: Mindscape

PERIPHERALS: None

DATE: 1994

APPROX. COST: $36

PROGRAM DESCRIPTION: Children explore computer keyboard in and around Grandma and Grandpa's house. Includes three levels of typing—letters, words, and simple sentences.

Overall Rating for Use with Students with ADD

Less Suitable									More Suitable

REVIEWER'S COMMENTS: This program uses techniques similar to Mavis Beacon Teaches Typing but geared to younger children. Highly motivating.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE:	Mickey's Magic Reader	**PLATFORM:**	Apple (5.25 or 3.5)
LEVEL:	Grades 1 -2	**SKILL AREA:**	Beginning Reading (Comprehension)
		TYPE:	Drill & Practice

PUBLISHER:	Sunburst	**PERIPHERALS:**	Touch Window optional
DATE:	1989		
APPROX. COST:	$65		

PROGRAM DESCRIPTION: There are three parts to this program, all of which have Mickey Mouse entice young readers with rebus sentences, stories and riddles to develop comprehension skills.

Overall Rating for Use with Students with ADD

Less Suitable									More Suitable

REVIEWER'S COMMENTS: Could be fun for early readers using an Apple format. Some activities are interactive and include simple riddles.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
	•		**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
	•		**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Millie's Math House

LEVEL: 2 - 7 years old

PLATFORM: Mac, MS DOS
Mac CD, IBM CD

SKILL AREA: Early Math Skills

TYPE: Exploratory

PUBLISHER: Edmark

DATE: 1993

APPROX. COST: $33

PERIPHERALS: None

PROGRAM DESCRIPTION: Interactive activities to build math skills relating to numbers, patterns, sizes, and shapes. Use animated characters, graphic, and music.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Documentation thorough and provides additional non-computer math and cross-curriculum activities. Recordkeeping available for individual sessions for teacher. This program may not provide sufficient structure for highly distractible students.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
	•		**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: The Multisensory Curriculum PLATFORM: Apple (3.5, 5.25), IBM

LEVEL: 18 months - Grade 3 SKILL AREA: Language, Writing, Math

TYPE: Drill & Practice

PUBLISHER: Creative Learning, Inc. PERIPHERALS: Requires Touch Screen, Echo Voice synthesizer

DATE: 1988

APPROX. COST: $1900

PROGRAM DESCRIPTION: A comprehensive 30-program set of lessons designed to teach basic reading, writing and math skills. Multisensory presentation at five levels of difficulty.

Overall Rating for Use with Students with ADD								
Less Suitable			Total Points Awarded					More Suitable

REVIEWER'S COMMENTS: Useful for low-functioning older students and ESL students. Requires significant amount of teacher support.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
•			Employs game-like activities
		•	Provides highly-structured, sequential activities
		•	Includes stimulating graphics and sound
		•	Demonstrates educational relevance
		•	Controls range of academic skills
	•		Features an easy to use format
		•	Applies frequent, non-judgmental feedback
		•	Incorporates quality speech

Instructional Software Evaluations

TITLE: Number Maze	PLATFORM: Mac, WIN
LEVEL: Grades K - 6	SKILL AREA: Mathematics
	TYPE: Exploration

PUBLISHER: Great Wave Software	PERIPHERALS: Sound Cord for IBM optional
DATE: 1988	
APPROX. COST: $60	

PROGRAM DESCRIPTION: Teaches whole number math concepts through the solving of mazes. Has capacity for generating word problems at all math levels. Program keeps track of student's progress.

Overall Rating for Use with Students with ADD									
Less Suitable			Total	Points	Awarded				More Suitable

REVIEWER'S COMMENTS: Same as Reading Maze. Documentation is somewhat unclear and setup can be time consuming for teacher.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
	•		**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: New Math Blaster Plus **PLATFORM:** Mac, IBM (3.5 or 5.25)

LEVEL: Grades K - 6 **SKILL AREA:** Math calculations

TYPE: Drill & Practice/Game

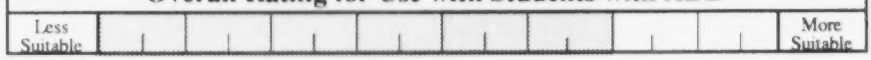
PUBLISHER: Davidson **PERIPHERALS:** None

DATE: 1987

APPROX. COST: $35

PROGRAM DESCRIPTION: This is an arcade-style game which has four challenging activities. These activities include addition, subtraction, multiplication, division, fractions, decimals, percentages and teach over 750 math facts as well as problem solving. There are six different levels of difficulty and teachers may program specific problems by using the editor.

Overall Rating for Use with Students with ADD



REVIEWER'S COMMENTS: Arcade activity very appealing to kids, however, can't control for specific facts child is to learn.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	Employs game-like activities
	•		Provides highly-structured, sequential activities
		•	Includes stimulating graphics and sound
		•	Demonstrates educational relevance
	•		Controls range of academic skills
		•	Features an easy to use format
		•	Applies frequent, non-judgmental feedback
•			Incorporates quality speech

Instructional Software Evaluations

TITLE: Read 'N Roll

PLATFORM: Apple (3.5 or 5.25), IBM (3.5)

LEVEL: Grades 3 - 6

SKILL AREA: Reading (Vocabulary Development)

TYPE: Drill & Practice/Game

PUBLISHER: Davidson & Associates **PERIPHERALS:** None

DATE: 1990

APPROX. COST: $33

PROGRAM DESCRIPTION: Five activities focus on specific skills such as identifying the main idea, recognizing facts and details, sequencing events and making inferences.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Most of this program is simply an electronic workbook. However, the Read & Roll section is outstanding for attention disordered students. Teachers may program in targeted vocabulary to be studied and students "have a ball" with the bowling game.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
	•		**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Reading Magic Library Series **PLATFORM:** Mac, Apple, MS DOS

SKILL AREA: Reading

LEVEL: Kdg. - Grade 3
(early reader & standard levels) **TYPE:** Drill & Practice

PUBLISHER: Tom Snyder Productions **PERIPHERALS:** None

DATE: 1992

APPROX. COST: $60

PROGRAM DESCRIPTION: An animated interactive storybook series with various levels of reading difficulty. Stories branch at choice points and the program randomly selects students by name—also weaves student names into the story. Spanish versions available.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Manual contains helpful instructional suggestions. Even though it gets a lower rating, we have found that kids enjoy the program if the teacher structures the activities.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
	•		**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
	•		**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
	•		**Controls range of academic skills**
		•	**Features an easy to use format**
•			**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

47

Instructional Software Evaluations

TITLE: Reading Maze
PLATFORM: Mac, Windows

LEVEL: Pre-K - Grade 2
Ages 3 - 7
SKILL AREA: Reading

TYPE: Exploration

PUBLISHER: Great Wave Software
PERIPHERALS: Microphone optional

DATE: 1991

APPROX. COST: $40

PROGRAM DESCRIPTION: Students collect specified plans from a maze while using reading skills to answer problems. Tests picture/letter- and word-matching. Additionally tests student's ability to understand simple sentences, to follow instructions in sequence, to construct sentences, and to recognize incomplete true-or-false sentences. Includes record-keeping for up to 50 students.

Overall Rating for Use with Students with ADD

Less Suitable | More Suitable

REVIEWER'S COMMENTS: Basic format of program may be confusing and manual is sometimes unclear. Maze game itself could be too difficult for four- and five-year-old children. Voice capability helpful for reinforcement and to explain directions.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
	•		**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Sammy's Science House **PLATFORM:** Mac, IBM, CD ROM

LEVEL: Pre-K - Grade 4 **SKILL AREA:** Early Science Skills

TYPE: Exploratory

PUBLISHER: Edmark **PERIPHERALS:** None

DATE: 1993

APPROX. COST: $45

PROGRAM DESCRIPTION: Interactive activities to develop science skills, including classifying, constructing, comparing, and experimenting. Children practice sorting, sequencing, and problem solving.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Documentation thorough and provides additional non-computer science and cross-curriculum activities. Recordkeeping available for individual sessions. Program may not provide sufficient structure for highly distractible, impulsive students.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
	•		**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Spell It 3

PLATFORM: Mac, IBM, CD ROM
Apple

LEVEL: Grades 1 - Up
(all levels)

SKILL AREA: Spelling

TYPE: Drill & Practice

PUBLISHER: Davidson

PERIPHERALS: None

DATE: 1994

APPROX. COST: $30

PROGRAM DESCRIPTION: Program contains over 3600 words divided into six levels of difficulty. This wide range of skill levels accommodates most students. Speaks word lists aloud.

Overall Rating for Use with Students with ADD

Less Suitable										More Suitable

REVIEWER'S COMMENTS: Highly structured activities but may not hold interest for some students.

SOFTWARE EVALUATION CRITERIA

	No	Somewhat	Yes
Employs game-like activities	•		
Provides highly-structured, sequential activities			•
Includes stimulating graphics and sound		•	
Demonstrates educational relevance			•
Controls range of academic skills			•
Features an easy to use format			•
Applies frequent, non-judgmental feedback			•
Incorporates quality speech			•

Instructional Software Evaluations

TITLE: Spellbound! **PLATFORM:** Mac, IBM, CD ROM, Windows

LEVEL: Grades 1 - 6 **SKILL AREA:** Spelling

TYPE: Drill & Practice

PUBLISHER: The Learning Company **PERIPHERALS :** None

DATE: 1992

APPROX. COST: $35 DOS; $45 Mac, CD ROM, Windows

PROGRAM DESCRIPTION: Contains three drill and practice activities which are very entertaining. Students earn points toward entering the Shady Glen Spelling Bee. Students compete against two animated characters. Students can earn first, second or third place in the contest.

Overall Rating for Use with Students with ADD

Less Suitable									More Suitable

REVIEWER'S COMMENTS: One of the best programs we've reviewed because of the highly structured, motivating activities. Teacher may easily individualize by entering spelling words not included with the program.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Stickey Bear's Reading Room **PLATFORM:** Mac, IBM

LEVEL: Pre-K - Grade 5 **SKILL AREA:** Pre-Reading

TYPE: Drill & Practice

PUBLISHER: Optimum Resources **PERIPHERALS:** Touch Windows

DATE: 1992

APPROX. COST: $40

PROGRAM DESCRIPTION: Teaches pre-reading and early reading skills in both English and Spanish. Contains four separate activities.

Overall Rating for Use with Students with ADD

Less Suitable										More Suitable

REVIEWER'S COMMENTS: Excellent, positive feedback for young children. Lots of repetition of each activity may bore higher functioning students.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Syllasearch (four levels) **PLATFORM:** Apple (5.25)

LEVEL: Grades 3 - 6 **SKILL AREA:** Reading (Decoding)

TYPE: Drill & Practice

PUBLISHER: Developmental Learning Materials (DLM) **PERIPHERALS:** Speech synthesizer (Echo or Cricket)

DATE: 1985

APPROX. COST: $80

PROGRAM DESCRIPTION: This program gives practice in word recognition, auditory identification of syllables, and putting syllables together to form words.

Overall Rating for Use with Students with ADD

Less Suitable | More Suitable

REVIEWER'S COMMENTS: Unique in its approach to structured coding skills. Evaluators really liked the self-competitive aspect of this program and the speech quality is excellent.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	Employs game-like activities
	•		Provides highly-structured, sequential activities
		•	Includes stimulating graphics and sound
		•	Demonstrates educational relevance
		•	Controls range of academic skills
		•	Features an easy to use format
		•	Applies frequent, non-judgmental feedback
		•	Incorporates quality speech

Instructional Software Evaluations

TITLE: Thinkin Things
PLATFORM: Mac, MS DOS
LEVEL: Pre-K - Grade 4
SKILL AREA: Early Learning
TYPE: Exploratory

PUBLISHER: Edmark
PERIPHERALS: Touch Windows. single switch optional
DATE: 1993
APPROX. COST: $55

PROGRAM DESCRIPTION: Activities to develop critical thinking skills and creativity. Children must repeat musical patterns and tunes, deduce secret rules, and make logical comparisons.

Overall Rating for Use with Students with ADD

Less Suitable									More Suitable

REVIEWER'S COMMENTS: This is a stimulating, lively program offering a variety of interesting activities for young children. Some children may find the number of choices overwhelming. Teacher's edition offers excellent supplementary activities.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
	•		**Provides highly-structured, sequential activities**
		•	**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Tiger's Tales

LEVEL: Pre-K - Grade 2

PLATFORM: Mac, CD ROM
Apple (5.25, 3.5)

SKILL AREA: Emergent Literacy

TYPE: Drill & Practice

PUBLISHER: Sunburst

DATE: 1985

APPROX. COST: $65

PERIPHERALS: Muppet Learning Keys, Touch Window optional

PROGRAM DESCRIPTION: Contains five stories geared toward young children using interactive format allowing reader to make branching decisions throughout the stories.

Overall Rating for Use with Students with ADD

REVIEWER'S COMMENTS: Appealing to young children. Allows choice within a structured format. One of Laura's favorites!

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
		•	**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
	•		**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

Instructional Software Evaluations

TITLE:	Word Ladders	**PLATFORM:**	Apple (5.25)
LEVEL:	Grades 2 -5	**SKILL AREA:**	Reading (Decoding)
		TYPE:	Drill & Practice

PUBLISHER:	Hartley	**PERIPHERALS:**	None
DATE:	1985		
APPROX. COST:	$46		

PROGRAM DESCRIPTION: Students are given a common word and asked to change a letter to make a new word. A clue is included on each step of the ladder which helps identify the targeted word.

Overall Rating for Use with Students with ADD

Less Suitable										More Suitable

REVIEWER'S COMMENTS: Puzzles may be modified for specific words. May not sustain interest over a long period of time.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
•			**Employs game-like activities**
		•	**Provides highly-structured, sequential activities**
•			**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
		•	**Controls range of academic skills**
		•	**Features an easy to use format**
		•	**Applies frequent, non-judgmental feedback**
•			**Incorporates quality speech**

Instructional Software Evaluations

TITLE: Write Out Loud 2.0 **PLATFORM:** Mac

LEVEL: Grades 2 - 9 **SKILL AREA:** Writing

TYPE: Utility

PUBLISHER: Don Johnston **PERIPHERALS:** None

DATE: 1993

APPROX. COST: $95

PROGRAM DESCRIPTION: Word processor with spellchecker, font selection, shortcut buttons, color options, speech output, and other easy-to-use features. Has multisensory cuing abilities.

Overall Rating for Use with Students with ADD

Less Suitable | | | | | | | | | | More Suitable

REVIEWER'S COMMENTS: Excellent, easy-to-use word processor. Speech capabilities make this especially useful for students with writing disabilities. Since this is a word processing program, many of the evaluation criteria do not apply.

SOFTWARE EVALUATION CRITERIA

No	Somewhat	Yes	
N/A			**Employs game-like activities**
N/A			**Provides highly-structured, sequential activities**
N/A			**Includes stimulating graphics and sound**
		•	**Demonstrates educational relevance**
N/A			**Controls range of academic skills**
		•	**Features an easy to use format**
	•		**Applies frequent, non-judgmental feedback**
		•	**Incorporates quality speech**

Resources

Broderbund 1-415-492-3500
17 Paul Drive, San Rafael, CA 94903-2101

Creative Learning, Inc. 1-800-576-0538
206 Sacramento Street, Suite 305, Nevada City, CA 95959

Davidson & Associates, Inc. 1-800-545-7677
P.O. Box 2961, Torrance, CA 90509

Developmental Learning Materials, Inc. 1-800-527-4747
P.O. Box 4500, One DLM Park, Allen, TX 75002

Don Johnston, Inc. 1-800-999-4660
P.O. Box 639, 1000 N. Rand Road, Building 115, Wauconda, IL 60084-0639

Edmark Corporation 1-800-362-2890
P.O. Box 3218, 6727 185th Avenue, NE, Redmond, WA 98073-3218

Educational Resources 1-800-624-2926
1550 Executive Drive, Elgin, IL 60123

Great Wave Software 1-408-438-1990
5353 Scotts Valley Drive, Scotts Valley, CA 95066

Hartley Courseware, Inc. 1-800-247-1380
3001 Coolidge Road, Suite 400, East Lansing, MI 48823

Laureate Learning Systems, Inc. 1-800-562-6801
110 East Spring Street, Winooski, VT 05404-1898

The Learning Company 1-800-852-2255
6493 Kaiser Drive, Fremont, CA 94555

Marblesoft 1-612-755-1402
12301 Central Avenue, NE, #205, Blaine, MN 55434

Optimum Resources, Inc. 1-800-327-1473
5 Hiltech Lane, Hilton Head, SC 29926

Sunburst 1-800-321-7511
101 Castleton Street, P.O. Box 100, Pleasantville, NY 10570-0100

Texas Courseware, Inc. 1-800-728-6317
P.O. Box 9646, Spring, TX 77307-6646

Tom Snyder Productions, Inc. 1-800-342-0236
80 Coolidge Hill Road, Watertown, MA 02172-2817

Software Programs
Alphabetical Listing with Publishers

Page		*Publisher*
27	**Alphabet Academy**	Hartley
28	**Bailey's Book House**	Edmark
29	**Consonant Capers**	Hartley
30	**Co-Writer**	Don Johnston
31	**Daisy Castle**	Great Wave Software
32	**Daisy Quest**	Great Wave Software
33	**Dr. Peet's Picture Writer**	Texas Courseware
34	**The Graphic Speller**	Marblesoft
35	**Kid Desk**	Edmark
36	**Kid Math**	Great Wave Software
37	**Kid Pix 2**	Broderbund
38	**Math Rabbit**	The Learning Company
39	**Mavis Beacon Teaches Typing**	Mindscape
40	**Mavis Beacon Teaches Typing for Kids**	Mindscape
41	**Mickey's Magic Reader**	Sunburst
42	**Millie's Math House**	Edmark
43	**Multisensory Curriculum**	Creative Learning
44	**Number Maze**	Great Wave Software
45	**New Math Blaster Plus**	Davidson
46	**Read 'N Roll**	Davidson
47	**Reading Magic Library Series**	Tom Snyder Productions
48	**Reading Maze**	Great Wave Software
49	**Sammy's Science House**	Edmark
50	**Spell It 3**	Davidson
51	**Spellbound!**	The Learning Company
52	**Stickey Bear's Reading Room**	Optimum Resources
53	**Syllasearch**	DLM
54	**Thinkin Things**	Edmark
55	**Tiger's Tales**	Sunburst
56	**Word Ladders**	Hartley
57	**Write Out Loud 2.0**	Don Johnston

Software Programs by Skill Areas

Page		Page	
	Arts & Creativity		**Reading**
37	Kid Pix 2	28	Bailey's Book House
		41	Mickey's Magic Reader
	Computer Skills	43	The Multisensory Curriculum
35	Kid Desk	46	Read 'N Roll
39	Mavis Beacon Teaches Typing	47	Reading Magic Library Series
40	Mavis Beacon Teaches Typing for Kids	48	Reading Maze
		52	Stickey Bear's Reading Room
		53	Syllasearch
	Early Learning	56	Word Ladders
54	Thinkin Things		
			Science
	Emergent Literacy	49	Sammy's Science House
27	The Alphabet Academy		
29	Consonant Capers		**Spelling**
31	Daisy Castle	34	The Graphic Speller
32	Daisy Quest	50	Spell It 3
55	Tiger's Tales	51	Spellbound!
	Math		**Written Language**
36	Kid Math	30	Co-Writer
38	Math Rabbit	33	Dr. Peet's Picture Writer
42	Millie's Math House	57	Write Out Loud 2.0
44	Number Maze		
45	New Math Blaster Plus		

Software Programs by Skill Levels

Page	Title	Pre-K	Kdg	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	High School	Adult
27	Alphabet Academy													
28	Bailey's Book House													
29	Consonant Capers													
30	Co-Writer													
31	Daisy Castle													
32	Daisy Quest													
33	Dr. Peet's Picture Writer													
34	The Graphic Speller													
35	Kid Desk													
36	Kid Math													
37	Kid Pix 2													
38	Math Rabbit													
39	Mavis Beacon Teaches Typing													
40	Mavis Beacon Teaches Typing for Kids													
41	Mickey's Magic Reader													
42	Millie's Math House													
43	Multisensory Curriculum													
44	Number Maze													
45	New Math Blaster Plus													
46	Read N' Roll													
47	Reading Magic Library Series													
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53	Syllasearch													
54	Thinking Things													
55	Tiger's Tales													
56	Word Ladders													
57	Write Out Loud 2.0													